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## **SECTION VII**

# **Appendices**

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## Needs Assessment

A needs assessment instrument is a locally developed survey intended to provide information for evaluation or change of the guidance program. A properly developed instrument allows the community, parents, students, and staff to give feedback to program managers or department supervisors as to the degree they need and/or value various components of the total guidance program and services.

The results may be used to establish priority, eliminate or create services as suggested by the needs analysis. They may be used to emphasize different components at different levels.

An additional benefit of the needs analysis or assessment process is one of informing the population we serve regarding the scope of our services. Many are surprised and enlightened by the items appearing on the survey as they did not associate that service with the guidance department.

Some cautions in developing a needs assessment:

1. Include only items that you are willing to deliver.
2. Use statistically acceptable means of sampling.
3. Solicit help if needed to analyze results and make conclusions from the data that are statistically valid.
4. Keep surveys simple to understand and complete to promote a high return rate.
5. Use a five-point rating scale to help differentiate opinion. Provide self-addressed, stamped envelopes for return.
6. Make sure the needs assessment instrument is designed to give you the types of information needed for change.
7. Pilot the instrument with a small sample to test it for accuracy and comprehension.
8. If the population is small, try to assess everyone. If under 500, try for at least a 20 percent return.
9. Consider use of computer or scan scoring of data.
10. Make sure all communications are attractive and professional in appearance.

A sample follows that may serve as the core of a needs assessment for your district or school. In addition to the comments and cautions listed above, you should take particular care to consider this to be the basic model, without adornment. School districts and/or schools may want, or even need, to include additional items to adequately assess their particular situation.

Be cautious in development so that a needs assessment will not “lock you in” to a specific service delivery option (i.e., curriculum, night program, consultation, etc.).

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**PRIMARY NEEDS ASSESSMENT**  
**(Grades PreK - 2)**

**Grade Level** \_\_\_\_\_

This is a sad face.....



This is the way I feel about ice cream.....



.....

1. Most of the time this is the way I feel about myself.....



2. This is how I feel about coming to school .....



3. This is how I feel about the work I do in school .....



4. This is how I think my teacher feels about me .....



5. This is how I feel about making friends.....



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6. This is how other children feel about me .....



7. This is how I feel about talking with my teacher.....



8. This is how I feel about talking in show and tell .....



9. This is how I feel about my family .....



10. This is how I feel when I think about my dad .....



11. This is how I feel when I think about my mom .....



12. This is how I feel when I think about my brothers/sisters.....



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## ELEMENTARY NEEDS ASSESSMENT (Grades 3-5)

NAME: \_\_\_\_\_  
SCHOOL: \_\_\_\_\_ GRADE: \_\_\_\_\_ SEX: \_\_\_\_ M \_\_\_\_ F

The teachers, the counselor and others want to find better ways to help you in school. They can do this if you will tell them what you want. You will do it as shown in the example below. The teacher or counselor will read the items out loud as you read them silently.

**EXAMPLE: ENJOY SCHOOL** (Check the box that is most likely you.)

Enjoying school means you have friends and others don't make fun of you.  
I am happy with my grades. I know how to use the computers.

- ☐ a. I would like someone to help me enjoy school more.
- ☐ b. I can do the things mentioned above.

**Do the following as you did in the example:**

**1. Understand, Accept and Respect Yourself**

I can tell people what is important to me. I can describe good things about me and name the feelings I have. I try new things and ask for what I need. I know what things about me to change and how to improve them.

- ☐ a. I would like help to understand myself better.
- ☐ b. I can do the things mentioned above.

**2. Understand, Respect and Get Along With Others**

I can work well in a group. I share, take turns, listen and avoid arguments. I can say good things about myself and others. I know how to make a friend and keep them a friend. I know how my actions affect the feelings of others. I can like different kinds of people.

- ☐ a. I would like help to understand and get along with others.
- ☐ b. I can do the things mentioned above.

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### **3. Communicate Effectively**

I know how to listen and speak correctly. I know how what I say affects the actions and feelings of others. I know that talking and listening are important in relationships. I know when I'm being told something.

- ☐ a. I would like help to communicate effectively.
- ☐ b. I can do the things mentioned above.

### **4. Behave Responsibly in the Family**

I can get along with my brothers and sisters. I am helpful at home. I know my family members are different in the things they like and do. I know why family rules are important. I know what parents are supposed to do in the family.

- ☐ a. I would like help to learn how to behave responsibly in a family.
- ☐ b. I can do the things mentioned above.

### **5. Develop Group and Leadership Skills**

If I want, I can be a leader in the classroom. I can be a good group member. I know why every one can't be the leader at once. I know what the leaders in the community and the school are supposed to do.

- ☐ a. I would like help to develop group and leadership skills.
- ☐ b. I can do the things mentioned above.

### **6. Making Appropriate Decisions about Drugs & Alcohol**

I can say "No" when my friends want me to use drugs. I know the effects and penalties for drug and alcohol abuse. I know how TV, magazines and other media try to make the use of drugs and alcohol look great. I know how drugs and alcohol can affect a family.

- ☐ a. I would like help to know more about drugs and alcohol.
- ☐ b. I can do the things mentioned above.

### **7. Make Appropriate Decisions about Personal Safety**

If there was abuse at home, I could find safe adults to help me. I know the difference between good touches and bad touches. I know what to do in an emergency. I know how to get safely to and from school. I know how to be safe at home. I know the rules about talking to strangers.

- ☐ a. I would like help to learn about personal safety.
- ☐ b. I can do the things mentioned above.

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### **8. Set Goals, Plans and Prepare for the Future**

I know what type of activities interest me. I know what a goal is. I know what a “value” is and why it is important in plans and goals. I can make five goals of my own and tell how I could reach them.

- ☐ a. I would like help to set goals, plan and prepare for the future.
- ☐ b. I can do the things mentioned above.

### **9. Explore, Plan and Prepare for a Career**

I can describe different kinds of jobs, job groups, and workers. I know why work is important. I know there are different reasons people work. I know how school is like a job.

- ☐ a. I would like help to explore, plan, and prepare for a career.
- ☐ b. I can do the things mentioned above.

### **10. Use Appropriate Decision Making Skills**

I think about what I want. When I make a decision. I know the good and bad things that could happen. I do what I decide to do. I don’t get angry if I make a bad decision. I just make a new one.

- ☐ a. I would like help to make better decisions.
- ☐ b. I can do the things mentioned above.

### **11. Solve Problems**

I know when I have a problem. I know where to get help if I have a problem. I can tell you the problem-solving process. If I have a school problem I can find ways to solve it. I know what “stress” is and how to relieve it.

- ☐ a. I would like help to solve problems.
- ☐ b. I can do the things mentioned above.

### **12. Develop Positive Attitudes Toward School and Learning**

I can work on my own. I share and cooperate in a group. I know trying to do my best is important. I know my responsibilities in school. I know what makes learning fun. I know making mistakes is a normal part of learning.

- ☐ a. I would like help to develop positive attitudes toward school and learning styles.
- ☐ b. I can do the things mentioned above.

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**13. Make Decisions About Educational Opportunities**

I can explain how the grade I'm now in is different from the grade I was in last year. I can tell you what next year in school will be like. I know what "future" means. I have a school goal for next year. I know there are different ways to learn.

☐ a. I would like help to make decisions about educational opportunities.

☐ b. I can do the things mentioned above.

**14. Behave Responsibly in School**

I know how to treat school property and the property of others correctly. I know why we have rules in school. I know why it is important to be responsible in school. I know either good or bad things will happen, depending on how I act. I know that as I grow up I need to be more responsible for my life.

☐ a. I would like help to understand and get along with others.

☐ b. I can do the things mentioned above.

**Which of the three (3) above areas are most important to you? Please put the numbers of the important goals and any comments below.**

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**Thank you for helping make your school a better place to be.**



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## MIDDLE SCHOOL NEEDS ASSESSMENT (Grades 6-8)

NAME (Optional) : \_\_\_\_\_  
SCHOOL: \_\_\_\_\_ GRADE: \_\_\_\_\_ SEX: \_\_\_\_ M \_\_\_\_ F

The purpose of this survey is to provide information that will be used in determining ways for the school to be of more benefit to you. Therefore, it is necessary that you respond to the survey statements honestly and thoughtfully.

### PART 1

Look at the sample items in the box below and ask yourself, "Which of these do I need help with?" Blacken the circle or check the items that apply. ***Leave those blank that do not apply.***

- ☐ 1. To set goals in life.
- ☐ 2. To understand my interests and abilities.
- ☐ 3. To know more about the kinds of decisions that I will face as an adult.
- ☐ 4. To find courses that fit my needs.

Always ask yourself, "Do I need help with this?" You may blacken all, some, or none of the circles under each goal statement. Do not hesitate to ask questions if necessary.

### GOAL 1: Understand, Accept, and Respect Self

I need help:

- ☐ 1. To think about how I can improve my changing characteristics and abilities.
- ☐ 2. To see how I'm similar to or different than others and accept the differences I see.
- ☐ 3. To tell the difference between things that are helpful and those that are harmful to my health (mentally, physically, and emotionally).
- ☐ 4. To identify and think about ways I could use in taking care of my health (mentally, physically, and emotionally).

### GOAL 2: Understand, Respect and Get Along with Others

I need help:

- ☐ 1. To think about the skills I need to select and keep friends.
- ☐ 2. To understand how to judge my present relationships.
- ☐ 3. To understand the various ways I interact with people my age and with adults.
- ☐ 4. To see how I am similar to and/or different than others.

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**GOAL 3: Communicate Effectively**

I need help:

- ☐ 1. To think about how communication skills improve my relationships with others.
- ☐ 2. To use listening and talking skills in situations where friends are trying to talk me into doing something.
- ☐ 3. To recognize how listening and talking helps me to make decisions, set goals, and solve problems.
- ☐ 4. To think about how I can use communication skills to improve my mental health.

**GOAL 4: Behave Responsibly in the Family**

I need help:

- ☐ 1. To know that different family members are different in their likes, dislikes, strengths, weaknesses, and goals.
- ☐ 2. To respect individual family members' rights and responsibilities and at the same time, know how the family system works.
- ☐ 3. To think about good family relationships, their importance, and how they are formed.
- ☐ 4. To think about the good and/or bad I contribute to my family.

**GOAL 5: Develop Group and Leadership Skills**

I need help:

- ☐ 1. To practice being a leader or helper in group situations within the classroom.
- ☐ 2. To compare and contrast the various styles of leadership.
- ☐ 3. To think about my own leadership potential and style.
- ☐ 4. To know what activities I can do in the school and community.

**GOAL 6: Make Appropriate Decisions About Drugs & Alcohol**

I need help:

- ☐ 1. To know other things to do besides alcohol and drug use.
- ☐ 2. To handle pressure from friends who might want me to use drugs and alcohol.
- ☐ 3. To say "no" appropriately.
- ☐ 4. To list the effects of alcohol and drugs on relationships between people.

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**GOAL 7: Make Appropriate Decisions about Personal Safety**

I need help:

- ☐ 1. To identify harmful situations and act correctly.
- ☐ 2. To say “no” appropriately.
- ☐ 3. To use appropriate skills to end a disagreement or fight.
- ☐ 4. To identify the qualities of a healthy relationship.

**GOAL 8: Set Goals, Plan and Prepare for the Future**

I need help:

- ☐ 1. To think about how my interests, capabilities, and values influence what I do.
- ☐ 2. To explain the satisfaction I get from achieving goals.
- ☐ 3. To know that things I can’t control may affect my ability to achieve a goal.
- ☐ 4. To explore careers and identify my interests.

**GOAL 9: Explore, Plan and Prepare for a Career**

I need help:

- ☐ 1. To describe characteristics of the world of work.
- ☐ 2. To take an interest inventory and be exposed to a career information system (such as SCOIS, Discover).
- ☐ 3. To make a four-year plan based on career interests/goals.
- ☐ 4. To use interest inventories and testing information to make a four-year high school plan.

**GOAL 10: Use Appropriate Decision-Making Skills**

I need help:

- ☐ 1. To use and understand a decision-making process that has options.
- ☐ 2. To think about the role my character traits play in a decision-making process.
- ☐ 3. To predict what will happen using each option that was created while using a decision-making process.
- ☐ 4. To think about my options and determine the possible results of each before making a decision.

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**GOAL 11: Solve Problems**

I need help:

- ☐ 1. To understand what “stress” means and to describe correct methods for dealing with it.
- ☐ 2. To think about how listening and talking helps to solve problems.
- ☐ 3. To think about how accepting responsibility helps me manage my life and solve problems.
- ☐ 4. To use a decision-making process to solve a problem.

**GOAL 12: Develop Positive Attitudes Toward School and Learning Styles**

I need help:

- ☐ 1. To explain how changing needs relate to continued learning and training.
- ☐ 2. To describe how continued learning makes it more likely I’ll achieve my career goals.
- ☐ 3. To think about personal learning styles and study skills and plan to improve and expand them.
- ☐ 4. To make use of opportunities while I’m in school.

**GOAL 13: Make Decisions about Educational Opportunities**

I need help:

- ☐ 1. To think about the responsibilities that I have to have to be successful in middle school and how these are similar to/different than those in elementary school.
- ☐ 2. To understand that success and failure in school subjects are important parts of learning.
- ☐ 3. To develop a four-year high school plan putting together the requirements for graduation and post-secondary goals.
- ☐ 4. To make a plan of high school classes that fits my needs and interests.

**GOAL 14: Behave Responsibly in School**

I need help:

- ☐ 1. To identify examples of responsible, self-directed behaviors.
- ☐ 2. To compare/contrast the consequences that occur when I am a responsible, self-directed person and when I’m not.
- ☐ 3. To understand that accepting responsibility makes my school experience better and that avoiding responsibility makes it worse.
- ☐ 4. To accept responsibility for my actions.

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**GOAL 15: Prepare to Find a Job**

I need help:

- ☐ 1. To list the characteristics of a responsible worker.
- ☐ 2. To identify community job resources.
- ☐ 3. To know how supply and demand affects the number of employees in different careers at local, state and national levels.

**GOAL 16: Other Areas**

I need help:

- ☐ 1. List here any other things the advisory or counseling program could help you with.

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**Part 2**

Check the Three (3) goals from the whole list *you most need help with*.

- ☐ 1. Understand, accept and respect self.
- ☐ 2. Understand, respect and get along with others.
- ☐ 3. Communicate effectively.
- ☐ 4. Behave responsibly in the family.
- ☐ 5. Develop group and leadership skills.
- ☐ 6. Make appropriate decisions about drugs & alcohol.
- ☐ 7. Make appropriate decisions about personal safety.
- ☐ 8. Set goals, plan and prepare for the future.
- ☐ 9. Explore, plan and prepare for a career.
- ☐ 10. Use appropriate decision-making skills.
- ☐ 11. Solve problems.
- ☐ 12. Develop positive attitudes toward school and learning styles.
- ☐ 13. Make decisions about educational opportunities.
- ☐ 14. Behave responsibly in school.
- ☐ 15. Prepare to find a job.

Rank the three (3) most important goals you checked above. Number 1 is the most important. Number 3 is the least important.

	Rank #	Goal #
Most Important	1	_____
	2	_____
Least Important	3	_____

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## HIGH SCHOOL NEEDS ASSESSMENT (Grades 9-12)

NAME (Optional) : \_\_\_\_\_  
SCHOOL: \_\_\_\_\_ GRADE: \_\_\_\_\_ SEX: \_\_\_\_ M \_\_\_\_ F

The purpose of this survey is to provide information that will be used in determining ways for the school to be of more benefit to you. Therefore, it is necessary that you respond to the survey statements honestly and thoughtfully.

### PART 1

Look at the sample items in the box below and ask yourself, "Which of these do I need help with?" Blacken the circle or check the items that apply. ***Leave those blank that do not apply.***

- ☐ 1. To set goals in life.
- ☐ 2. To understand my interests and abilities.
- ☐ 3. To know more about the kinds of decisions I will face as an adult.
- ☐ 4. To find courses that fit my needs.

Always ask yourself, "Do I need help with this?" You may blacken all, some, or none of the circles under each goal statement. Do not hesitate to ask questions if necessary.

### GOAL 1: Understand, Accept and Respect Self

I need to help:

- ☐ 1. To find the best ways to take care of my mental, physical, and emotional health.
- ☐ 2. To understand my interests and abilities.
- ☐ 3. To know more about the kinds of decisions I will face as an adult.
- ☐ 4. To find courses that fit my needs.

### GOAL 2: Understand, Respect and Get Along with Others

I need help:

- ☐ 1. To understand and appreciate differences between myself and others.
- ☐ 2. To evaluate the importance of having friendships with others.
- ☐ 3. To work in situations where I might have to let others have their way.
- ☐ 4. To get along with others and to make friends.

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**GOAL 3: Communicate Effectively**

I need help:

- ☐ 1. To analyze how to use communication skills to improve my mental health.
- ☐ 2. To use communication skills to solve problems and help others.
- ☐ 3. To analyze and evaluate the effectiveness of my communication skills in solving problems and helping others.

**GOAL 4: Behave Responsibly in the Family**

I need help:

- ☐ 1. To understand how my behavior affects my family in good or bad ways.
- ☐ 2. To improve communication skills with my family.
- ☐ 3. To look at my current family relationships and evaluate their effectiveness.
- ☐ 4. To plan for a happy and effective family system of my own.

**GOAL 5: Develop Group and Leadership Skills**

I need help:

- ☐ 1. To know what activities I can do in the school and community.
- ☐ 2. To use group and leadership skills in different group activities.
- ☐ 3. To use my ability to make an important contribution to society.

**GOAL 6: Make Appropriate Decisions About Drugs & Alcohol**

I need help:

- ☐ 1. To understand how alcohol and drugs affect relationships between people.
- ☐ 2. To identify the characteristics of a person who is denying a problem with drugs and alcohol.
- ☐ 3. To know where to find help for alcohol and drug abuse.
- ☐ 4. To understand the consequences and penalties of drug and alcohol abuse.

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**GOAL 7: Make Appropriate Decisions about Personal Safety**

I need help:

- ☐ 1. To identify the qualities of a healthy relationship.
- ☐ 2. To explain positive and negative effects of peer pressure.
- ☐ 3. To judge how risk-taking behaviors might hurt me or others.
- ☐ 4. To know how to get help from others when I need it.

**GOAL 8: Plan and Prepare for a Satisfying Life**

I need help:

- ☐ 1. To explore careers and identify my interests.
- ☐ 2. To decide which careers would provide me a chance to achieve my goals.
- ☐ 3. To design what would be a good life for me 10 years from now.

**GOAL 9: Explore, Plan and Prepare for a Career**

I need help:

- ☐ 1. To use interest inventories and testing information to make changes in a four-year plan.
- ☐ 2. To list the work demands that relate to my career interests.
- ☐ 3. To decide my tentative career goal and plan for it.

**GOAL 10: Use Appropriate Decision-Making Skills**

I need help:

- ☐ 1. To learn how to determine the possible results of each choice before making a decision.
- ☐ 2. To accept responsibility for the decisions I make.
- ☐ 3. To think about the consequences of decisions made by others.
- ☐ 4. To decide the best post-secondary options and/or career plan for me.

**GOAL 11: Solve Problems**

I need help:

- ☐ 1. To use a decision-making process in solving a problem.
- ☐ 2. To reduce stress.
- ☐ 3. To make a plan for solving my problems.



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**GOAL 12: Develop Positive Attitudes Toward School and Learning Styles**

I need help:

- ☐ 1. To make use of opportunities while I'm in high school.
- ☐ 2. To improve test-taking skills.
- ☐ 3. To understand the relationship between academic and vocational skills in the world of work.
- ☐ 4. To understand that there are different learning styles.
- ☐ 5. To understand that learning may continue throughout life.

**GOAL 13: Make Decisions about Educational Opportunities**

I need help:

- ☐ 1. To make a plan of high school classes that fits both my needs and interests.
- ☐ 2. To know how to evaluate the advantages and disadvantages of my post-secondary options (college, vocational programs, military) and the world of work.
- ☐ 3. To know how to choose post-secondary options that would prepare me for a career that best suits my interests, aptitudes, and abilities.
- ☐ 4. To know that our changing world demands lifelong learning.

**GOAL 14: Behave Responsibly in School**

I need help:

- ☐ 1. To recognize that accepting responsibility for my behavior improves my schooling.
- ☐ 2. To recognize that avoiding responsibility for my behavior hinders my schooling.
- ☐ 3. To plan how to better accept responsibility for my behavior in school.
- ☐ 4. To judge how taking responsibility for my actions affects my future.

**GOAL 15: Prepare to Find a Job**

I need help:

- ☐ 1. To know how supply and demand affects the number of employees in different careers at local, state, and national levels.
- ☐ 2. To complete a job application in a satisfactory manner.
- ☐ 3. To demonstrate the skills and attitudes that are essential for a successful job interview.
- ☐ 4. To develop a resume.

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**GOAL 16: Other Areas**

I need help:

- ☐ 1. List here any other things the counseling program could help you with.

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**Part 2**

Check the three (3) goals from the whole list *you most need help with*.

- ☐ 1. Understand, accept and respect self.
- ☐ 2. Understand, respect and get along with others.
- ☐ 3. Communicate effectively.
- ☐ 4. Behave responsibly in the family.
- ☐ 5. Develop group and leadership skills.
- ☐ 6. Make appropriate decisions about drugs & alcohol.
- ☐ 7. Make appropriate decisions about personal safety.
- ☐ 8. Set goals, plan and prepare for the future.
- ☐ 9. Explore, plan and prepare for a career.
- ☐ 10. Use appropriate decision-making skills.
- ☐ 11. Solve problems.
- ☐ 12. Develop positive attitudes toward school and learning styles.
- ☐ 13. Make decisions about educational opportunities.
- ☐ 14. Behave responsibly in school.
- ☐ 15. Prepare to find a job.

Rank the three (3) most important goals you checked above. Number 1 is the most important. Number 3 is the least important.

	Rank #	Goal #
Most Important	1	_____
	2	_____
Least Important	3	_____

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## EXAMPLE OF A PROGRAM EVALUATION

Area and Criteria	Needs Improvement	Satisfactory	Exceptionally Well Done
<b>I. PLANNING</b>			
The Comprehensive Guidance and Counseling Program:			
A. Maintains a schedule of comprehensive guidance and counseling activities.	_____	_____	_____
B. Establishes goals and standards for the year, develops plans to work on goals and standards, and assesses programs at end of year.	_____	_____	_____
C. Validates the value and use of guidance and counseling activities through intermittent feedback from students, teachers, administrators, and parents.	_____	_____	_____
D. Centers counselor activities around a Master Calendar of guidance activities that are built with a high degree of involvement of administrators and teachers.	_____	_____	_____
Other:			
_____			
_____			
_____	_____	_____	_____
Suggestions to improve this area:	Time Line:		
_____	_____		
_____	_____		
_____			
Strengths:			
_____			
_____			
_____			

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## PROGRAM EVALUATION

Area and Criteria	Needs Improvement	Satisfactory	Exceptionally Well Done
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### II. GUIDANCE CURRICULUM

The Comprehensive Guidance and Counseling Program:

A. Focuses on student standards in the learning to live, learning to learn, and learning to work through planned curricular activities.

_____	_____	_____
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B. Spends the predetermined amount of time on the curriculum component.

_____	_____	_____
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C. Maintains a schedule of classroom presentations/activities.

_____	_____	_____
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D. Has written plans for structured group experiences used in classroom activities with goals and student standards.

_____	_____	_____
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E. Provides guidance curriculum activities to all students.

_____	_____	_____
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F. Provides opportunities for parent education.

_____	_____	_____
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Other:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Suggestions to improve this area:

Time Line:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Strengths:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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## PROGRAM EVALUATION

Area and Criteria	Needs Improvement	Satisfactory	Exceptionally Well Done
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### III. RESPONSIVE SERVICES

The Comprehensive Guidance and Counseling Program:

A. Focuses on student standards in learning to live, learning to learn, and learning to work responding to specific student needs.

	_____	_____	_____
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B. Spends the predetermined amount of time on responsive services.

	_____	_____	_____
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C. Maintains a schedule of individual and group counseling appointments.

	_____	_____	_____
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D. Establishes and disseminates to staff and parents specific procedures for identification and referral of students for counseling.

	_____	_____	_____
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E. Maintains a current list of school/community referral resources.

	_____	_____	_____
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F. Follows up on students referred.

	_____	_____	_____
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G. Plans for schedule flexibility to deal with any crisis counseling that may be needed.

	_____	_____	_____
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H. Develops methods for consulting with teachers with a minimum of interruptions in work schedules.

	_____	_____	_____
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I. Conducts groups outside the classroom to respond to students' identified interests and needs.

	_____	_____	_____
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J. Identifies and provides both individual or group counseling to students.

	_____	_____	_____
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Other: \_\_\_\_\_

\_\_\_\_\_

Suggestions to improve this area:

Time Line:

\_\_\_\_\_

\_\_\_\_\_

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Strengths:

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## PROGRAM EVALUATION

Area and Criteria	Needs Improvement	Satisfactory	Exceptionally Well Done
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### IV. INDIVIDUAL PLANNING

The Comprehensive Guidance and Counseling Program:

A. Focuses on student standards in the learning to live, learning to learn, and learning to work individual planning.	_____	_____	_____
B. Spends the predetermined amount of time on the individual planning component.	_____	_____	_____
C. Provides individual planning to all students.	_____	_____	_____
D. Through individual planning, reinforces the learning that students have achieved in classroom and group involvement.	_____	_____	_____
E. Assists students to assess and interpret their abilities, interests, skills and achievement.	_____	_____	_____
F. Helps students to select course work and other curricular and extra-curricular activities that lead to realization of their personal educational and career plans.	_____	_____	_____
G. Assists students in decision-making that accompanies transitions from one educational program to another, from one school to another, or from school to work.	_____	_____	_____
H. Assists students in securing information to explore career and life role possibilities, to plan personal, educational, and career goals, and to revise such plans as fits their current stages of development.	_____	_____	_____
I. Helps provide orientation to students and parents.			

Other: \_\_\_\_\_  
 \_\_\_\_\_

Suggestions to improve this area:

Time Line:

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 \_\_\_\_\_

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Strengths:

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## PROGRAM EVALUATION

Area and Criteria	Needs Improvement	Satisfactory	Exceptionally Well Done
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### V. SYSTEM SUPPORT

The Comprehensive Guidance and Counseling Program:

- |   |       |       |       |
|---|-------|-------|-------|
| A. Spends the predetermined amount of time on the system support component.   | _____ | _____ | _____ |
| B. Maintains a well-organized and functional guidance information resource center.  | _____ | _____ | _____ |
| C. Submits and maintains a guidance program budget that is separate from the school's program administration.   | _____ | _____ | _____ |
| D. Meets periodically with the administration to monitor or evaluate the effectiveness of the comprehensive guidance program.                                     | _____ | _____ | _____ |
| E. Provides in-service programs and/or staff development for faculty and staff.   | _____ | _____ | _____ |
| F. Conducts a planned program of public relations for staff, parents, and community.  | _____ | _____ | _____ |
| G. Has an active Advisory Committee that holds periodic meetings and makes recommendations at the planning, implementation, and evaluation stages of the program. | _____ | _____ | _____ |
| H. Provides and or supports professional development for the guidance and counseling staff.   | _____ | _____ | _____ |

Other: \_\_\_\_\_

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Suggestions to improve this area:

Time Line:

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Strengths:

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## PROGRAM EVALUATION

Area and Criteria	Needs Improvement	Satisfactory	Exceptionally Well Done
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### VI. PROGRAM ADMINISTRATION

The Comprehensive Guidance and Counseling Program:

A. Maintains professional staff who are certified school counselors through the South Carolina Department of Education.

_____	_____	_____
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B. Provides for student/counselor ratio as funded by the state:

Elementary School - 1:800

Middle School - 1:500

High School - 1:500

_____	_____	_____
_____	_____	_____
_____	_____	_____

C. Provides adequate clerical support.  
(Recommendation: one secretary for the first 500 students thereafter.)

_____	_____	_____
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D. Provides an adequate budget for curricular materials, supplies, professional library, professional development, etc.

_____	_____	_____
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E. Provides an adequate facility including sufficient space, privacy to conduct individual and small group counseling, and conduct conferences; contains guidance and career materials, and a telephone.

_____	_____	_____
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F. Provides for confidential management and storage of student records.

_____	_____	_____
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Other: \_\_\_\_\_

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Suggestions to improve this area:

Time Line: \_\_\_\_\_

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Strengths:

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## COUNSELOR PERFORMANCE EVALUATION FORM

Name \_\_\_\_\_

School \_\_\_\_\_

Review Period: From \_\_\_\_\_ To \_\_\_\_\_ Date Completed \_\_\_\_\_

EVALUATION: FALL SPRING

Needs Improvement	Satisfactory	Exceptionally Well Done
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1. Implements the GUIDANCE CURRICULUM through effective instructional skills and careful planning of student group sessions (classroom activities, group activities), including:

- |   |       |       |       |
|---|-------|-------|-------|
| a. effective use of instructional techniques  | _____ | _____ | _____ |
| b. effective use of learning activities   | _____ | _____ | _____ |
| c. contributes to interdisciplinary curriculum team effort to integrate competencies and or standards | _____ | _____ | _____ |
| d. active involvement of students in learning   | _____ | _____ | _____ |
| e. selection of competencies consistent with identified student needs and standards                   | _____ | _____ | _____ |
| f. evidence of student competency attainment  | _____ | _____ | _____ |

Comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

2. Implements INDIVIDUAL STUDENT PLANNING through effective use of guidance/counseling skills (individual appraisal, individual advisement and placement) including:

- |  |       |       |       |
|--|-------|-------|-------|
| a. careful planning of sessions  | _____ | _____ | _____ |
| b. presentation of accurate, relevant, unbiased information  | _____ | _____ | _____ |
| c. involvement of students in personalized educational and career planning                                 | _____ | _____ | _____ |
| d. accurate and appropriate test result interpretation   | _____ | _____ | _____ |
| e. selection of individual planning activities consistent with identified student needs and district goals | _____ | _____ | _____ |

Comments: \_\_\_\_\_

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COUNSELOR PERFORMANCE EVALUATION FORM

	Needs Improvement	Satisfactory	Exceptionally Well Done
3. Implements RESPONSIVE SERVICES (consultation, personal counseling, crisis counseling, and referral skills) including:			
a. proper identification of problems and issues to be resolved	_____	_____	_____
b. selection and use of counseling, consulting and referral interventions appropriate to students' problems and circumstances	_____	_____	_____
c. works with parents to help them better understand their children and provide effective guidance	_____	_____	_____
d. conducts well-planned and goal-oriented sessions	_____	_____	_____
e. use of small group and individual techniques that are appropriate to the topic and to students' needs and abilities	_____	_____	_____
f. active involvement of clients in the counseling, consulting and referral process	_____	_____	_____
g. timely follow-up	_____	_____	_____
h. provision of services consistent with identified student needs and district goals	_____	_____	_____

Comments: \_\_\_\_\_

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4. Implements SYSTEM SUPPORT through effective program monitoring and management, as well as providing necessary support for other programs, such as:			
a. providing a comprehensive and balanced counseling program	_____	_____	_____
b. selecting program activities that meet identified, priority areas and are consistent with building and district goals	_____	_____	_____
c. collecting evidence that students achieve meaningful outcomes from program activities	_____	_____	_____
d. operating within established procedures, policies and priorities	_____	_____	_____
e. working cooperatively with school staff and community to garner support for the counseling program	_____	_____	_____
f. implementing programs that explain the school counseling program	_____	_____	_____
g. attending to ideas and concerns regarding the counseling program	_____	_____	_____

Comments: \_\_\_\_\_

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COUNSELOR PERFORMANCE EVALUATION FORM

	Needs Improvement	Satisfactory	Exceptionally Well Done
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5. Non-Guidance Issues

- a. contributing to organizational solutions outside of assigned responsibilities
- b. providing leadership in building or district in-service activities and sharing skills, training, and knowledge
- c. supporting building administration policies and goals
- d. supporting district policies and goals

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Comments: \_\_\_\_\_

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Counselor Strengths:

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Areas for Counselor Improvement:

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# **SECTION VIII**

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